

Mentorship Statement

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To students interested in working with me or joining the lab,

My aim is to mentor the next generation of thoughtful clinicians, clinician scientists, and researchers. Here is some information on my mentoring style to help you whether we may fit.

The Brain, Environment, and Language Lab

Our research currently focuses on two projects that involve language in autism. These projects include racially and ethnically minoritized autistic adolescents and young adults. You can read about these projects on the [lab website](#) under Projects and see recent publications under Papers. Autism is a “hot topic” area across numerous disciplines. Our lab focuses on language at the levels of brain and behavior and social drivers of health. Our areas of inquiry include: speech-language, developmental psychology, neuroscience, language impairment, autism, assessment (fNIRS and behavioral), and community-based participatory research.

Mentoring Style

Developing research skills requires intentional mentorship. I am an active mentor and expect students' time in the lab will be productive. “Productive” means students will develop their goals for their time in the lab and feel they can work toward their goals, while helping us complete lab projects. I meet with students regularly and provide feedback on lab projects, writing, etc. The goal is for students to build proficiency over time. We will use **Individual Development Plans** to guide students' time and my time mentoring students in the lab.

I also believe in transparency in mentorship. My goal is for students to understand the hidden curriculum of research and to succeed. I communicate directly and appreciate direct communication, as I am not a mind reader. I also recognize that students benefit from having multiple mentors. Students are multi-faceted, and those facets often require different mentors who can speak to their identities or needs. Therefore, part of being in the lab means connecting students with others, as appropriate, and developing a **mentorship map**.

Because mentorship is a **working alliance**, I expect students to **be active** in their own development: prepare for meetings, take notes during meetings, propose plans (for their own research or next steps on lab projects), and completing work. A lot of research requires showing up, taking initiative, and “try, try again.” I also expect students to respond to feedback, stick to deadlines, and to respond in a timely fashion to lab communications.

Goals for Students in the Lab

Goals will differ by level of study. For example, a Ph.D. student's goals will focus on independent research. Undergraduate and master's student goals may not. Regardless, I expect students to do most of the following during their time in the lab:

- Actively participate in lab meetings;
- Present at one or more journal clubs;
- Develop skills in data scoring, entry, processing, and analysis;
- Develop scientific communication skills across a number of contexts (e.g., scientific presentation, internal and external lab communications, community dissemination);
- Take the lead on a lab project or a subset of a lab project for a conference submission or paper

Recent student outcomes include:

- **Undergrad:** Two conference travel awards (\$2000) to support attending an international conference, two first-author submissions to the International Society for Autism Research Annual Meeting
- **Master:** Co-authorship conference presentation and publications in high-impact journals (e.g., *JSLHR*)
- **Ph.D. students:** Co-authorship publications in high-impact journals (e.g., *Autism*, *Neuropsychology Review*)
- **Note:** Students had first-author publication opportunities but did not want or have time for first authorship. Students will have opportunities to earn authorship (see Elsevier's [CrediT statement](#)).